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ABSTRACT

This report discusses the development and initial effectiveness of the Community Schools program, a collaborative effort in New York City's Community School District 6 designed to create a new institution that offers a broad range of services for students and their families. The program includes formal and parental education; summer camps; and health, dental, recreational, and counseling services. The report examines the program's components and culture, discusses background information about its planning, reviews the model that was developed, and evaluates the following components: After-School To Extended Day; the Family Center; Mental Health Services; Health and Dental services; and the Academies and the Collaboration. Finally, the impact of this collaboration on the children is discussed. Early indications demonstrate the emerging success of the program at achieving a collaboration among the programs, the staff and the participating professional disciplines, the students, the children, and the parents. Appendixes provide an overview of the evaluation and its activities and an interview guide used for data collection. Also included is the Spring 1994 update for P.S. 5 and I.S. 218. (Contains 18 references.) (CM)

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ED 381 586

AN INTERIM EVALUATIVE REPORT CONCERNING A COLLABORATION BETWEEN THE CHILDREN'S AID SOCIETY NEW YORK CITY BOARD OF EDUCATION COMMUNITY SCHOOL DISTRICT 6 AND THE I.S. 218 SALOMÉ UREÑA DE HENRIQUEZ SCHOOL

By
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PREFACE

The Community Schools program, sponsored by The Children's Aid Society, the New York City Board of Education, and Community School District 6, is a comprehensive effort to create a new institution that incorporates a broad range of services: formal education, parent education, health, dental, recreational, counseling, summer camps, transforming the school into a community center. The Salomé Ureña de Henriquez School, Intermediate School 218, is a middle academy serving grades 6-8, organized around four theme-based academies. The middle academy philosophy infusing I.S. 218 is characterized by mutual respect, team teaching, the use of teacher and parent advisories, and a greatly expanded educational day with an integrated curricula encompassing before-school, after-school, Saturday and summer experiences. I.S. 218 also has a medical and dental clinic, mental health services, a very active Parent Resource Center, a Family Life Institute, teen programming, summer programs, business and employment programs, and many corporate partners. More than half of the students in the school are voluntarily enrolled in the before- and after-school activities. Six hundred parents are active each week in the Family Life Institute, in the Parent Resource Center, and as volunteers.

In addition to the broad range of services provided, the extensive nature of parental and community involvement has an intrinsic value of its own. This is not just "one stop shopping" for a wide array of services, but a gradual transformation making the school a center of community life.

In order to monitor the development of the program and to help shape the development of future programs, a formative evaluation has been undertaken to describe the development and implementation of the

collaboration. This initial report is the first step in an on-going evaluation of the effectiveness of this effort.

Early indications demonstrate the emerging success of this program at achieving a collaboration between the programs, the staff and the participating professional disciplines, the students, the children, and the parents. Significant evidence has been observed indicating that the processes that support collaboration as well as the structures that sustain it are operative at I.S. 218. Initial competency test results provide encouraging, quantifiable evidence of the positive impact of the venture and auger well for the future achievement of the children and parents in the program. Periodic reports will be issued as the evaluation continues. Further, the evaluation will be broadened to include Public School 5, an elementary school operating under similar principles and sponsorship, and its attendant pre-school program. As the program develops, continuous service will be provided to children from age three through eighth grade. The Community Schools program offers an uncommon opportunity for demonstrating and evaluating the effectiveness of this type of school reform.

The Children's Aid Society

Table of Contents

I. **INTRODUCTION** 1

A. Role of Evaluation 3
B. Evaluation Framework 3
1. Program Components 3
2. Program Culture 4

II. **BACKGROUND** 4

A. Planning The Partnership 6
B. Terms Of The Partnership 7
C. Locus Of The Partnership: I.S. 218: The Salomé Ureña de Henriquez School. 7

D. **The Collaborative Model** 8

1. Recruitment of Staff and Principles Guiding the Program 9
2. School Structure 10
3. The Children 12
4. The Children's Aid Society 12

III. **EVALUATION OF SPECIFIC PROGRAM COMPONENTS** . . . 13

A. The Evolution Of After-School To Extended Day . . . 13
B. The Family Center 18
C. Mental Health Services 19
D. Health And Dental Services 21
E. The Academies And The Collaboration 22

IV. **THE COLLABORATION - EMERGENCE OF THE MODEL** . . . 25

A. Community-Centered Model 25
B. Model Elements Unique To I.S. 218 26

V. **IMPACT ON CHILDREN** 27

A. Children's Attitude And Demeanor 28
B. Test Scores 28
C. Attendance 30

VI. **DISCUSSION** 31

VII. **RESEARCH RECOMMENDATIONS** 33

I. INTRODUCTION

A decade ago the publication of "A Nation At Risk" documented a public school system that was failing. Many factors have contributed to the crisis in American education: poverty, child abuse, substance abuse, changes in the American family and ethnic composition of schools, the drop-out rate, shortages of teachers, shifts in the work force and the nature of work, and increasing global competition. (Carnegie, 1990, Gardner, 1989). Changes in family demography including declining birth rates, increased and increasing labor-force participation by women, higher divorce rates, and the growth in serial or simultaneous families, create stress for poor and affluent families alike. But poorer communities have a demonstrably higher concentration of multiple problems and clearly have a greater intensity of service needs (Schorr, 1989).

The need for family support programs is most saliently exhibited in the context of the public schools (Dryfoos, 1990). Recognizing that schooling beset by the impact of these complex health and social problems on youngsters requires intervention beyond what parents and traditional schools can provide, schools are forming partnerships with social agencies. Such partnerships seek in a variety of ways to expand the scope of the school in the lives of children to better address their needs (Joining Forces, 1990; Ringers, 1976).

A consensus now exists among behavioral scientists, policy makers, and, increasingly, among tax payers that early intervention is the most cost-effective method for combating the effects of poverty. There is compelling research evidence that comprehensive efforts must continue beyond the earliest years for gains to be consolidated. A year ago, *The New York Times* reported a number of studies which show that only those students who receive continuous supportive services,

including full-time nurses and social workers to help with family problems, make sustained gains (New York Times, 1992).

Experience with intervention has also shown that efforts are most effectively targeted by attending to the needs of the whole child, and that intervention is most effective if parents are involved in the program (Kagan, 1987). We now realize that for gains to be sustained, there must be an ongoing interaction between local, grass-roots efforts and broad social policy (Zigler, 1991). This means that programs must create connections between theory, research, and policy and be attentive to the problems that occur when any one of these elements is out of step with the other.

A unique program that has been created to address these complex elements is a collaboration between the New York City Board of Education, Community School District Six, and The Children's Aid Society (CAS) at the Salomé Ureña de Henriquez Intermediate School in Washington Heights. This project is the first of three new community schools that extend the traditional definition of school hours, population, curriculum, and services. The school (Intermediate School 218) and the agency (The Children's Aid Society) seek to provide a milieu for healthy development of children and families. They aim to do this by creating in the school an environment which, in every respect, supports the development of the individual and the community. The entire community school experience has been conceived as a complete collaboration between parents, educators, and several professional disciplines, including social work and education, in a way which has not before been tried in New York City.

A. Role of Evaluation

Cognizant of the important role of evaluative research in such an innovative effort, the Children's Aid Society has included a role for research in its design.

The research effort itself has a formative and summative component (Fanshel, 1980). The formative, or process, component is designed to do two things:

> (1) to provide a case study of the history, planning phases, structures, staffing, and programs of this collaboration, and to offer guidance for others who want to embark on similar ventures. The case study approach allows the evaluation to retain the holistic characterization of real life events (Yin, 1984).
>
> (2) to provide feedback to project administrators in order to improve program design and service delivery (Grasso & Epstein, 1988).

B. Evaluation Framework

What follows is an account of program initiation and implementation, impediments and facilitators, structural components, and key elements. The information was gathered through systematic observation and interviews. (See Appendices A, B, and C for an outline of data gathering activities and interview guides.)

1. Program Components

An overarching framework for the evaluation is the "differential evaluation" process. This approach assumes that although programs may vary in many ways, they all must solve common problems at each developmental stage as follows:

- initiation stage - secure sufficient resources
- contact stage - make contact with designated clientele
- implementation stage - effectively supply a service
- stabilization stage - sustain future of program (Tripodi, et al. 1971).

The community school project has multiple components, and each is operating at a different stage of development. This evaluation will describe each program component and its stage of development.

2. Program Culture

Research has shown that specific program elements often are not so important to the academic and social progress of students as the way these practices are combined to form a sense of community (Weis, et. al., 1989). Each school creates its own culture, which is more than the sum of its programs. It is this culture which creates the context for achievement.

Although components of the program are moving at different paces and all have not yet achieved full implementation, this has not impeded the development of a unique program culture or learning environment.

Another aspect of the evaluation, then, and the core of this report, is a description of the conditions and processes that support the development of a new learning environment, and especially of how the educators and human service providers interact to achieve a collaborative effort in a school setting.

II. BACKGROUND

The concept of a community school in Washington Heights was born in 1986. CAS's original intent was not to create a community

school but to create a full-service group work-oriented free-standing Community Center for underserved youth in the area, based on its design in other communities around the city. These centers are open after-school, in the evenings, on weekends, and during the summer. In 1987 CAS conducted an assessment of the need for community-based social services to children and families in Washington Heights-Inwood. Its findings called attention to the presence in the community of the largest youth population in Manhattan and the most overcrowded school system in that borough. This school system also ranked low in reading scores and high in truancy, drug abuse, and child abuse reports.

CAS and the school district recognized several factors that made it possible to consider a project that went well beyond group work and after-school recreation programs.

First, the Central Board, the Chancellor, and Community School District 6 were very receptive to a new approach. The district superintendent had demonstrated his commitment to move the district forward through several earlier district-wide efforts, including a bilingual program, native language arts, and Spanish translations of social studies and science programs. In addition, a parent involvement program, seminars, and workshops were established. The district was equally committed to accelerating this positive trend through development of uniquely structured community schools.

Second, the School Construction Authority was coming into being, and the city was determined to invest $4.3 billion dollars in new school buildings. CAS proposed that if the Board of Education made a new school available, CAS would bring its entire repertoire of services to the school and would help to sustain these services by raising substantial

funds to help defray their costs. Built into the concept from the beginning was CAS's equal partnership with the Board of Education in the project. When the new Chancellor arrived in 1990, he fully endorsed the project. All the key players were committed.

A. Planning The Partnership

CAS met frequently with the Board of Education's Director of Facilities and Director of Facilities Planning, who acquainted the agency with design and architectural specifications that take into account community use. These directors identified three schools that were in the early stages of design and linked CAS with the architects; CAS also brought its own designers to augment the team.

This was a critical component of the initial phase of the process. The Board of Education included CAS's suggestions in the design before the plans were forwarded to the School Construction Authority. The pragmatic objective was to forestall the need for mid-course changes in design, and thereby prevent additional delays and expenses. But an equally important principle was established: the nontraditional uses of the building after 3:00pm, on weekends, and in the summer were to be given equal weight in implementation to the more traditional 9am to 3pm uses. From the beginning the partners established the principle that the structural features of the schools were tailored for the programmatic efforts that were to follow. For example, the physical design of the newly constructed schools would permit portions of the buildings to be closed off while others were in use after 3pm and on weekends. Special community rooms also were provided. Furthermore, these design principles now exist as architectural prototypes that can be included in the design of any new school.

B. Terms Of The Partnership

Specific problem areas were enumerated at the outset: custodial contracts and opening fees; shared space; and access to rooms with costly equipment such as computer centers, libraries, and music rooms. Ground rules were established to facilitate problem solving. These ground rules were essentially an agreement among CAS, the school district, and the Board of Education to tackle each issue step-by-step and to keep the larger goal of an expanded view of education in mind. This was a significant principle that was established at the very beginning. Recognizing that competing interests and competition over resources need not be an impediment to achieving their overarching goal, the participants "agreed to agree," and to compromise.

The community school board unanimously endorsed this partnership plan at its public hearing on June 20, 1990.

C. Locus Of The Partnership: I.S. 218: The Salomé Ureña de Henriquez School

Although CAS's original plan called for launching the community school project at P.S. 5, a newly planned elementary school which incorporated all the design features in the original plan, the Community Board, eager for the CAS community school project to begin, asked CAS to initiate the program at I.S. 218, which would open sooner.

Since this was the first new school to come on line in 20 years in the district, the superintendent and board wanted to make a statement. First, they wanted a name that reflected the Dominican origin of the majority of students. The school, therefore, was named for a well-known 19th century woman educator and poet from the Dominican Republic -- Salomé Ureña de Henriquez. And, second, they wanted it to house the new collaborative program.

D. The Collaborative Model

The partners intended to create a completely new kind of institution out of the existing parts. They wanted to offer a full range of services and create an environment in which parents felt free to participate, share decisions, and seek help. They wished to create an institutional presence, available and accessible, with the services that families needed on a regular and predictable basis. At the center of this idea was the location of services in the school facility to eliminate redundant occupancy, out-reach, and travel costs. It was not a new idea: bring the services to where the children are. But, what was new was the relationship of the service-providing social agency and the school as equal partners.

Embedded in this new relationship is the implication of a power shift. In this community school model, the locus of power shifts from the singular control by the principal and local board of education to a shared partnership with a social agency; this is a collaborative mode.

Collaboration is different from other forms of work involving two disciplines. In multi-disciplinary work, the contribution of several disciplines are sought but a coordinated effort is not necessarily implied. Similarly, services that are co-located in a school setting require a cooperative relationship in which there is an articulation of efforts to achieve ends that may be parallel, such as the well-being of families, but not shared. An example might be a school-based clinic that works cooperatively with the school to provide access to students and the practical courtesies of professional interaction. Collaboration, in contrast, involves shared goals. Roles are clearly defined but dialogue and regular communication among participating parties is essential. The defining element is the notion of "a style of interacting between at least

two co-equal parties, who voluntarily engage in shared decision making as they work toward a common goal" (Joining Forces, 1990).

Developments of methodologies and strategies to achieve successful collaborative and coordinated efforts have been slower to emerge than the consensus on need (Quaranta et. al., 1992). Government and foundation-supported demonstration programs involving school systems and service agencies have emerged all over the country indicating a range of responses to local conditions and tailored to local concerns. The CAS-I.S. 218 community school project is the most comprehensive example and provides a model that lends itself to replication within the City and beyond.

1. Recruitment of Staff and Principles Guiding the Program

A test for every collaborative project is the degree to which shared values can be translated into concrete actions that embody these values, while also advancing specific objectives. From the beginning, collaboration was seen as both a goal and a process, a theme that was reiterated many times by the key staff in the project. This commitment to an inclusive and deliberative process is one element defining the initial phase of this project.

The district superintendent's commitment to the project and the long-term support and intensive involvement of CAS were critical to the project's success. In addition, certain preliminary decisions facilitated the process. For example, during the recruitment process for administrative staff at I.S. 218, the district superintendent suggested that the prospective principal meet both of the prospective assistant principals for a discussion of their philosophy on middle schools. By the

end of this meeting they all found themselves in agreement on the model that they hoped to bring to the governance of I.S. 218:

- Teachers were to be given a great deal of autonomy, time to plan, and scope for development.
- Teachers would operate in teams.
- The shared view that children learn best from direct experience was to permeate their pedagogic approach.
- Teaching was to be child oriented rather than program oriented.
- Enrichment classes and smaller groupings (academies) were offered.

The teachers were brought into the school through several existing processes including a voluntary and non-voluntary transfer plan in which the principal had limited ability to select candidates of his choice. Teachers were sought who shared and were willing to grow with the school's philosophy. It was made clear to candidates, including those who were transferred into the school, that the school was not going to be traditional, that it would require a tremendous amount of work for them, and that it might go in a different direction from what they were used to. Some teachers had no experience, while others had many years of experience. There is a total of 79 staff, 73 of whom are teachers paid for by the Board of Education.

2. School Structure

The Academies

The school is organized into four semi-autonomous academies, each occupying a separate floor of the building and each organized around a central theme: (1) expressive arts (2) business (3) mathematics, science & technology; and (4) community service. Each is headed by an

assistant principal with discretion in making decisions with the academy team and responsibility for curriculum and resource development.

The Team Approach

The teachers in each academy work with their assistant principal and staff as members of a team. They meet four times a week during periods that in other schools would be designated for administrative tasks, such as hall patrol. At these meetings they generate their own agendas and can bring whatever experts they want into the building.

Decision Making

Academy teams are guided by the authority structure of the school which consists of an informal cabinet including the principal, the CAS director of community schools, the assistant principals, the guidance counselor, and others on an ad hoc basis. The staff regularly form committees as needed; currently these include a School Advisory Council, a discipline committee, and an attendance committee. There is no dean of discipline; every teacher "is on the front line," responsible for more than just imparting subject matter. The overall structure of authority, therefore, is horizontal.

Advisory Mentoring Groups

Another key feature of this project is the creation of advisories in which every teacher meets with a group of about 15 children as their mentor. The advisories are mini-planning and activity groups that touch on such skills training issues as leadership, listening, critical thinking, and aspects of socialization relevant to the social development of children of middle-school age. Each teacher is assigned an advisory group and some training time is set aside for each teacher to prepare for this.

3. The Children

Children were admitted with no pre-selection criteria with the exception of the math, science, and technology academy, which for the Spring 1992 semester took only students who were performing above the 75th percentile. However, in the Fall, when the full complement of students were admitted, no selective admission criteria were applied.

4. The Children's Aid Society

The educational principles that guided the I.S. 218 academic staff are mirrored by CAS whose Educational Services Department is also guided by a set of principles that assume the educability of all learners, emphasize the critical nature of teacher practices, and support curricula that promote active, cooperative learning. Thus compatible values existed between the academics and the service providers.

CAS began with seven full-time staff and a plan to develop an after school program, a family resource center, a family institute, mental health, and counseling services, and a full complement of medical and dental services, as well as educational, recreational, entrepreneurial, and athletic programs, adult education, and Summer day camping. This comprehensive approach was planned to maximize the youngsters' opportunities for careers and independence while helping their families achieve their own educational and economic goals.

CAS' implementation of the components of the Community School was designed to occur in stages, beginning with those that were easiest to establish and then progressing to more complicated operations. Implernentation was also designed to fit the two-staged enrollment planned for the school. I.S. 218 opened on March 3, 1992 with a partial enrollment of 600 students, and full enrollment of 1150 students

occurred in September 1992. As the school reached full enrollment and the school's and CAS's component programs were implemented into a continuum, it was expected that the collaboration would continue to evolve and be shaped by experience.

III. EVALUATION OF SPECIFIC PROGRAM COMPONENTS

What follows is an examination of how this spirit and philosophy has worked in specific program components and how each relates to the collaboration. The description will cover the period from October 1992 through February 1993. During this time, the perceptions of the evaluator were made available to CAS and influenced the course of events.

A. The Evolution Of After-School To Extended Day

Because CAS came into I.S. 218 on an accelerated basis, its initial efforts centered on developing the after-school program, which were the easiest and quickest to staff. The after-school activities were planned with the intention of seamlessly coordinating the academic curriculum with after school activities, a goal shared by both the principal and CAS staff. Attentive to parent requests, CAS had conducted a parent survey. Responses indicated a great deal of parental concern with homework; thus homework assistance dominated the first half of afternoon activities. By mid-fall two computer labs, dance classes, arts and crafts, band, and some entrepreneurial programs were in place from 3:00pm to 6:00pm five days a week.

In an interview early in October 1992, the CAS on-site director described his primary task as establishing and ensuring that collaboration between CAS, the school, and the community school board flourish. Although involved in many administrative functions, his central objective

is "to constantly find ways in which the three can work together and make it a seamless program."

An initial process involved adjusting to one another's professional languages and culture and understanding the group's basic communication needs. An example was in posting jobs. CAS's hiring practices had to be adjusted to be consistent with what teachers expect; there are specific procedures for communicating the availability of a position and the criteria for selection. CAS realized it had to accommodate to the teachers' style in the interest of working together.

A major impediment to the collaboration initially was the traditional way in which social workers work in the schools; they are seen and see themselves as an auxiliary service. This was reflected in CAS's staff activities within the 9-to-3 program: they attended meetings and informed teaching staff of their services and willingness to help. When teachers were interviewed about CAS's presence in the school, their responses generally reflected a perception of a limited and circumscribed function. Moreover, the Family Center functions were in the beginning stages and the health clinic was not fully operational, so teachers' direct knowledge of CAS came from the after-school program, which was in its early stage of development.

Thus instead of creating a culture of social service providers and educators working together, CAS and the educators were operating within two somewhat different work cultures. Activities had been initiated that could enhance a cooperative relationship, but a full collaborative, team spirit had yet to develop.

By late Fall, participants decided that changes were required in the approach to the after school component in order to effect a true collaboration. During December, the on-site director of the CAS program, the principal, a group of teachers, the head of the parents' association, and the associate executive director of CAS worked together to restructure the after-school program. This executive team decided that significant components of the after-school program should be organized by academy, as were the 9-to-3 academic activities to foster continuity between the 9-to-3 and 3-to-9 programs. This approach built on the basic team decision-making structure of the school and truly operationalized the concept of a seamless transition.

First the executive team made presentations on the need to restructure the after-school program and asked the teachers to come up with a program that would represent a team consensus and would be responsive to the specific educational needs of teachers. In addition, they offered the creating of a ninth and tenth period of the school day instead of an add-on after-school program. The ninth and tenth periods extended the "school day' from 2:50pm to 6pm, and CAS and school staff became more jointly involved in the operation of these periods. A "zero period" was also added from 7:30am to 8:45am, which is primarily CAS' responsibility.

The concept of a ninth and tenth period, a joint creation, was also a symbolic bridge between CAS and the academic program. It was the beginning of a shared language. In the ninth and tenth periods, a teacher could design a course that he or she felt would draw a number of students. That teacher would be responsible for recruiting students through teachers who know the children and have a relationship with them, rather than merely relying on students to sign up on their own.

As a result of these changes, in addition to twelve enrichment courses (the number can shift as the teams refine the program) and a remediation component (homework help), there is the unique Project Advance. Designed for non-English speaking children who are also not proficient in Spanish, Project Advance provides concentrated and special instruction in Spanish and English As A Second Language (ESL) by a teacher who is familiar with each child.

Another significant result, which advances the community school goal of efficient utilization of existing resources, is that staff working in the newly designated ninth and tenth periods have access to the entire building and its full facilities, and each teacher can use his or her own classroom.

These changes have increased enrollment and attendance. From September through December 1992 (Phase I), the after-school enrollment was 260 and average attendance was 175 (67%) (see Table 1). In February 1993, after one month of the new extended day program (Phase II), enrollment was 330 and average attendance was 243 (74%). The program not only increased enrollment by 27% (70 children), but increased their attendance by 39% (an average of 68 more children attending). A host of comments by key staff reveal that this process has solidified the collaboration. The staffing of the program also exemplifies the growing connections between the program components.

Table 1

Attendance in After-school Program for Phases I & II

Phase	Enrollment	Average Attendance	Percent
Phase I	260	175	67%
Phase II	330	243	74%

In addition during Phase I, 21 of the 33 after-school instructors (60%) were teachers from the 9am-to-3pm program. In Phase II, the number of instructors from the 9am-3pm program grew to 35 of 48, or 75%. Thus the program has not only been enriched in terms of course work presented, and increased student participation; it has also broadened the base of student-teacher involvement, creating additional professional linkages between CAS and the academic staff.

One of the chief impediments identified earlier, teacher non-involvement in the CAS programs, has been overcome in a way that both furthers and expresses the goals of the program. As the principal states "the collaboration has grown and evolved into a very strong bond." This is further supported by concrete evidence. The principal has made a classroom available to parents in the morning for 3 ESL classes and has provided access to classroom computers for an evening adult class. Teenagers in the CAS program for teens are now permitted to use the school art room, enabling CAS to enrich its offerings to this community group. Finally, the school routinely makes new resources such as computer software available for CAS to consider for use in the community programs.

The extended-day educational programs are largely remediation driven, but enrichment is developing in several areas. The major difference since its inception is the active involvement of the education staff in planning and recruitment, and CAS's commitment to work within the academy structure of the school. By their familiarity with the children, the teachers can make recommendations that grow out of identified needs and anticipated positive responses. Because they also teach the courses, the ninth and tenth periods truly work as an extended school day. Carrying out the initial terms of partnership established between CAS and the Board of Education, CAS still administers the extended day program and pays its staff, but the teachers determine the content and class composition, and the school provides the space. There is constant communication and consultation among both staffs.

B. The Family Center

During interviews with staff in October, the Family Center was in its initiation phase. Several ambitious goals were expressed for the Family Center, including provision of workshops for parents, mental health services, and a variety of adult classes for parents. The room provided for the center was a bustle of activity, with parents freely coming in, talking with helpful, outgoing, caring staff. Evening meetings drew up to 150 parents at which their needs and wishes were solicited and considered.

By December 1992, ESL classes and aerobics were being offered for about 100 parents, and a small Saturday program for about 20 teens had been initiated. A part time social worker had been hired to address parents' requests for counseling; social work interns were assigned to assist in this effort. Several parents were hired to assist with clerical tasks in the office. Outreach efforts brought a variety of external

resources into the school, among them Inwood Counseling services which offers GED classes, responding to a request from parents, and the Manhattan Coalition for Immigrant Rights, which counsels parents. The contact stage had been achieved.

By December it became clear, however, from interviews and observations, that the process was undergoing a reconfiguration. A lack of privacy for the counseling sessions required a partitioning of the space allotted to the family resource room. During this time, the planned position of CAS director of community schools was filed in anticipation of the opening of the second community school, PS 5, which opened in late February. One of her first tasks at I.S. 218 was to connect the Family Center with the larger mission through added supervisory support and the creation of a centralized record keeping system; these changes enabled the program to proceed more smoothly.

By the end of February, with increased support from the principal, the Family Resource Center was fully launched into the service delivery stage. Among its activities are on-going workshops addressing issues facing adolescents, such as teen sexuality and AIDS. These workshops are designed for parents alone, adolescents alone, and for parents with their children. The ESL classes now serve 355 adults in the evening. A Saturday program (Super Saturday) for 150 adults and 100 youngsters includes aerobics, ESL, and computers. The teen program has been expanded to include over 100 teenagers from the Washington Heights-Inwood Community.

C. Mental Health Services

An issue identified in early December by staff and the evaluator was the need to coordinate the process of referral of children and

families for mental health services. The guidance teacher was sending more referrals to CAS than the staff could handle. As a partial solution CAS suggested that the Pupil Personnel Committee, which is a clearing house for referrals of children who need help, be co-chaired by the CAS on-site director. This suggestion addressed some of the coordination problems by proposing to bring CAS together with education personnel involved in mental health decision making. (The committee includes special education counselors, school-based support teams, and resource room personnel.) Instead of this approach, a more streamlined system was devised that retained the centrality of the school guidance counselor as the conduit for referrals but called for more on-going consultation between her office and CAS. With the arrival of the new CAS community schools director, an entirely new referral process is being designed.

An additional social worker was hired who is attempting to shape a mental health team. The additional staff person has allowed for an expansion of casework services. In December a total of 17 cases were being handled by the mental health practitioners. As of March 1993, with the addition of the full-time social worker and expanded use of other staff (a parent coordinator for health services is also working as a caseworker), a total of 39 families are receiving on-going counselling services.

A further sign of the growing collaboration between the educators and the service providers is that the principal has agreed to provide space for private consultations with parents. An important part of this effort, and critical to all team building, is the development of procedures to ensure confidentiality while permitting the sharing and release of information necessary for decision making. This task is still in its initial

phase. Before the mental health services can be meaningfully integrated with the rest of the project, particularly the health services, this issue needs to be dealt with.

D. Health And Dental Services

Dental services have flourished from the inception of the program in large part because CAS had a great deal of experience in providing such services. Many children have received dental services who have never before been seen by a dentist. Twenty-five children have been referred for endodontic work through a cooperative agreement with the Columbia University School of Dental and Oral Surgery. Two bilingual dentists currently serve at the clinic.

Medical services have been slower to get off the ground because a good deal of preparatory work is required to establish a school-based clinic. Progress can be impeded by a lack of familiarity with the school-based system which has special requirements. With total familiarity, the process takes approximately six months to complete. CAS's medical services got underway in September 1992 with the hiring of a physician and nurse practitioner. In consultation with a member of the Coalition for School Based Services, a network of practitioners who provide health services in the schools, and other specific requirements were put in place.

At present the community school is not fully ready to provide comprehensive health services, but between 20 and 30 children a day are seen for trauma, flu, asthma, dysmenorrhea, and other ailments requiring first aid. Vision and hearing screening has begun, and some are seen for comprehensive physical examinations. CAS has worked out a referral relationship with Columbia Presbyterian Medical Center to

provide specialized services for children who need it. Medical services are staffed by three medical students and a registered nurse.

E. The Academies And The Collaboration

The Business and Community Service Academies provide unique expressions of the school's philosophy of practical learning, empowerment, continuous commitment, and collaboration with external institutions. They each also involve collaborative work with CAS.

No other junior high or intermediate school in New York city has a business program. The assistant principal in charge of this academy developed all the concept papers that informed the current project. She continues to build on her original conception in collaboration with other staff, in particular a master teacher of entrepreneurship who is affiliated with CAS and National Foundation For Teaching Entrepreneurship, a national group that promotes entrepreneurship in the schools.

In the business academy, sixth graders study entrepreneurship; seventh graders learn business skills, and eighth graders get an introduction to occupations. Each class has specific business study periods a week, and a theme is worked into other subjects.

The course work is enhanced through several additional opportunities available for the students, including a special economics course taught to eighth graders by staff from Morgan Stanley, and a mentoring program by Morgan Guaranty brought in by Children's Aid.

Of greater significance is the presence of the CAS Entrepreneurial program which uses the same teachers to develop businesses in the school which are started and managed by students. By October 1992,

the children had initiated several businesses, including a T-shirt company they started in the spring of 1992 and a young entrepreneurs' catering service for events in school. Students prepare food, deal with the public, and cater events. They opened a store in the school and are involved in all the aspects of running the business. They go to the wholesalers, buy their merchandise and staff the store. They know how to make a business plan and do financial analysis. By February 1993 the store had increased its inventory, hired a part-time manager, and expanded its hours. It is demonstration of the application of learning by doing and the expanded learning opportunities made possible by the collaboration.

By February 1993 there were significant signs of the growing collaboration between CAS and the Business Academy. For example, in October CAS's role was described by interview respondents simply as providing tutoring for children who needed it. By February it was described in more comprehensive and more positive terms:

> Having Children's Aid here is very valuable to the community because the kind of services that they provide -- the health, and the medical and dental, and the courses and social workers and the support services for the families -- are not services you necessarily get through other funding. And it's very much needed. We don't teach children who come from a perfect world and the families and the children need a lot of different levels of support.
>
> We are going to be offering classes in the evenings next year. Children's Aid will be able to set that up, ask the graduating eighth graders to come back here one or two nights a week to continue work through our programs in business to support whatever they're getting in high school and then

> eventually use them as junior teachers back here in the middle school. They hope to build their own mentoring support services from graduating classes and within a few years be able to have them come back and help with the sixth and seventh and eighth graders when they're in tenth, eleventh, and twelfth grades and beyond.

While the assistant principal very energetically pursues the development of business projects for the children, CAS has been helpful in accessing connection to the corporate and business world. Interviews indicate that assistance in developing an advisory committee for the Business Academy has been especially important.

The Community Service Academy also is informed by the desire to nurture children's idealism while teaching them about their communities and empowering them to make significant contributions. The assistant principal for this Academy was also the originator of the concept and the power behind its implementation. Some student projects involve them with the Northern Manhattan Coalition for Immigrant Rights, the Victim Services Agency, and local day care centers.

The Community Service Academy also has extended its involvement with CAS. There are two collaborative projects in the extended day program. The assistant principal credits zero period, which CAS developed and runs, with creating a setting in which children can orient themselves for the start of their academic day. She noted fewer conflicts in the morning as a result.

IV. THE COLLABORATION - EMERGENCE OF THE MODEL

A community-school model is emerging at I.S. 218 which demonstrates that social workers and educators can work effectively together to create a totally new type of institution. The model shares elements of some already in existence which provide comprehensive services, but it has many new and unique elements.

A. Community-Centered Model

The premises of the "community-centered" model (Gulati and Guest, 1990) are:

- Creation and support of natural helping networks: social worker stimulate and motivate individuals to take an active role in the system. This theme is repeated through all aspects of I.S. 218 from the activities of the community service and business academies through the adult education classes.

- All the providers are sensitive to the social dimension of health and learning.

- The service recipients are seen as active partners, and relationships with practitioner, social workers, and teachers are personalized, informal, and egalitarian. All these elements are clearly expressed and practiced at I.S. 218.

- Administratively, the bureaucratic, hierarchical model is rejected for a management style suffused by a democratic ethos. In observations of team meetings at I.S. 218 it was evident that those who took leadership roles in discussions and decision making were followed because of their expertise and not because of their placement in a hierarchy. The staff at I.S. 218 view each other as colleagues rather than hierarchical superiors. Each team leader, whether the principal, assistant principal, or CAS director, facilitates and coordinates the work of colleagues rather than directing and controlling them. Staff, particularly the academic staff, have considerable discretion, and decision making is participative with multiple centers of decision making and initiative.

The same ethic is invoked by both academic and social service professions in discussing their interaction and is expressed in the process through which they all arrived at the creation of the new extended day program. There is observable evidence that communication constantly takes place between the two staffs. As the director of community schools explained, "the formal exchanges are the overlay of an on-going communication."

B. Model Elements Unique To I.S. 218

There are additional elements that are present at I.S. 218 that have not been mentioned in the literature.

- An inclusive view of human resource development that encompasses service providers. Several of the staff who were interviewed strongly expressed this view, and the CAS community school director sees staff development as a primary component of her job. The principal has given teachers time to reflect, time to plan, time to implement, and time to evaluate. They have freedom to experiment and to be open about practice problems. Without these elements there can be no professional growth. Without professional growth the principal feels that the children and families suffer. In fact, his plans extend to the entire collaboration.

> We have a very strong sense that we need to provide the same kind of professional development and the same kind of time for planning for the teachers who are involved in the extended day program as we provided for them already in the regular day program. So that at least once a month each of the academies, as a team, will be meeting to just discuss the extended day program, and to look at the Super Saturday Program, and to even look at ways in which we can have

some continuity into our Family Institute, which is each evening now from 6-10pm.

This ethic is not built into the standard school model.

- A longitudinal view of education and service which includes a long-term, if not a lifetime involvement. There is a commitment to establish and support the developmental process through every phase. Continuity of commitment was a theme expressed frequently by staff and evidenced in programmatic planning. It is shown in CAS's approach to its programming, which emphasizes employment, education, health and medical services, and community building. It is voiced by the two Assistant Principals in describing their future hopes for their academies, which include long-term involvement with the graduates.

This long term commitment is a necessity for program development as well. Interviews strongly indicate that, like all relationships, the working relationship between the principal and the on-site director of the CAS program needed sufficient time to grow. The two administrators had to achieve a level of comfort with one another that could be established only during months of working together.

V. IMPACT ON CHILDREN

Program impacts can be measured in many ways. Over time the project should have an impact on the children, on their families, and on the community. After six months of operation it would be unlikely to see dramatic changes in any of these groups, particularly because so many of the program elements are still in the beginning stages of

implementation. Nevertheless, many positive signs have been noted to indicate that the project is having at least three intended effects on the children: (1) positive attitudes; (2) academic achievement; and (3) excellent attendance.

A. Children's Attitude And Demeanor

Several of those interviewed mentioned the positive tone in the school; they have observed that the children are happy and are comfortable in the school. The district superintendent and principal each remarked that there was no graffiti, no truancy, and no destruction of property. Each observed that a number of children who had been considered troublemakers in other schools were among the positive leaders here. One assistant principal remarked:

> The children want to be here. ... They are happy in this school. There's a very loving, positive relationship they have with each other, with us as a staff. The parents feel welcome in here. The children articulate it. The children say this school is better. They like the way people treat them. They like the courses they're given. They feel the course work, they feel the business work is really more meaningful to them than a lot of things they have had to take in the past or thought they might have taken here. They love the store. They love the interaction of being involved in business.

B. Test Scores

All children in New York City take a series of standardized tests each year. The reading and math tests are given at the beginning of May so that scores will be available in June[1].

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[1] A cautionary note is in order regarding the citywide math test: a new math test is being administered in 1993, so that the results may be difficult to interpret in terms of changes in this school. The principal and others in the district feel that the scores

Only eighth graders take the Preliminary Competency Test in Writing. It was given in January 1993. Scores for students at I.S. 218 compared to scores for eighth graders at I.S. 52, a demographically comparable school in the same area, indicate that I.S. 218 students scored an average of 79% while students at the comparison school scored an average of 64%. These differences are highly unlikely (less than .001) to be attributable to chance (Table 2).

Table 2

PRELIMINARY COMPETENCY TEST SCORES FOR I.S. 218 AND A COMPARISON GROUP

School	No. of 8th Graders	Mean
I.S. 218	245	79.3
I.S. 52	281	64.2

t = 12.2 p = .001

Comparable tests for these children are not available for previous years since they only take it in the 8th grade. It is possible, but it is hardly likely, that the I.S. 218 students were significantly better to begin with. Interviews with principals, teachers, and the district superintendent did not suggest that only the best students were sent to I.S. 218. A more plausible explanation of these elevated scores is improved functioning as a result of the increased interest, enriched and experiential grounded curriculum and activities, and dedicated and involved teachers and staff. Of course, a full analysis of test scores

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will be skewed down; they predict a 10 percent drop citywide and a 20 percent drop in the district. This is because the new math test is highly language dependent, and the Spanish version originated in California. The Spanish idiom there differs from that in New York.

must await the implementation of the "quantitative" component of this evaluation.

C. Attendance

Another indicator of successful program impact is improved school attendance. The attendance rates for students at I.S. 218 show that the unadjusted overall school average for five months was above 90%. This may be viewed against figures from a demographically comparable school (I.S. 52), where the average attendance rate was 85% for the same period.[2]

Table 3

ATTENDANCE RATES FOR I.S. 218 STUDENTS BY ACADEMY

September 1992 - January 1993

Academy	Enrollment	Average Attendance
EXPRESSIVE ARTS	188	89.4%
MATH/SCIENCE/TECHNOLOGY	268	90.5%
COMMUNITY SERVICE	382	90.8%
BUSINESS	305	89.7%
Total	1,143	90.2%

It is also interesting to note that high attendance rates at I.S. 218 are the same school wide; participation in any one academy has no decisive

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[2] There is a time lag before some children who left the district are removed from the roster; for both schools their inclusion diminishes these scores by a small amount; at the end of the year the actual rates adjusted for transfers out of the district can be obtained.

impact on attendance. Although preliminary, these results suggest the emergence of an overarching school-wide culture which has implications for the impact of the program. Again, future data collection analysis will assist in confirming this.

VI. DISCUSSION

In studying human organizations, observers have identified several levels of analysis: executive management level, program management level, supervisory level. These levels are usually characterized as driven by sometimes incompatible or non-congruent concerns (Grasso and Epstein, 1988). The complicating factor in the I.S. 218 project is the presence of parallel disciplines with differing criteria for assessing their own effectiveness and efficiency, different organizational and professional loyalties, different informational needs, and different central tasks and activity configurations. These factors create barriers that have been associated with failures of collaboration (Quaranta, et. al., 1992).

Early in the fall of 1992, interviews with staff and observations at team meetings identified a cultural gap between two groups that served to reinforce such barriers. Teachers either tended to call on CAS only with problems they saw as totally external to their system (e.g., child abuse), or ignored CAS. After the collaborative actions in December in the planning and implementation of the Extended Day program, teachers and social service providers discovered the convergence in their approach. All participants want to see every child succeed and all recognize the unique contribution each profession can make to that goal through combined effort and rational deployment of resources.

Even at this early stage in thinking of replication, it may be instructive to present some observations on the conditions that support the emergence of the model described above. A good interdisciplinary collaboration must involve these elements:

- It includes legitimate community-wide planning process.
- It is, in large part, indigenously generated.
- It is strongly led.
- It includes broad citizen and parent involvement.
- It focuses on accountability.
- It encourages participants to proceed step by step into the collaboration. (Melaville, et. al., 1990).

As previous sections indicate, all these elements were present in the formation of this community school project. A needs assessment was conducted. The community approached CAS for services. Leadership came from the sponsors (CAS and the school) as well as from the local board. Parents were consulted during the planning process, and the selection of the first school was in response to parents' requests. The existence of this report as well as a proposal to do a full evaluation speak to the accountability issue, and the collaborating parties have taken time to develop their own definition and relationship by proceeding step by step.

Some additional factors were observed in the successful development of this project:

- An extremely talented and motivated staff. It is striking that all key staff bring a strong prior commitment to the idea of the school as the locus for community activities and services. All staff who were interviewed stated this commitment.

- Staff who have tolerance for a great deal of input, and at least in the initial stages of program implementation, can

cope with some disorganization and inadequate information flow.

- Leadership that continues to cultivate the collaboration and to keep that attitude foremost. Both the principal and CAS community schools director stated this commitment throughout the interview process.

- Strong supporting role of the sponsoring agency. The agency must show a total commitment and flexible responsiveness to the demands of the program and a willingness to commit new resources, creatively use old ones, and stretch existing ones. One example is the way CAS has creatively used members of its board to assist the Business Academy to tie its local efforts to mainstream institutions.

An issue that would have to be addressed in replication is the kind of professional preparation required to facilitate collaboration. Another issue is the selection of staff to assure the mix necessary to achieve and sustain the momentum for creative change.

The capacity and willingness to connect grass-roots efforts to broader sources of support has been identified as an important condition of project stabilization. Further efforts of the sponsoring agency are underway to achieve this stage of program development.

VII. RESEARCH RECOMMENDATIONS

In a process evaluation we ask, "Does the implementation of the concept embody the fundamental form of the concept, or is the concept actualized?" In this program, the concept is a collaboration between educators and social service providers to create a new entity.

Realizing that it is often difficult to be precise about the operational reality of a social process, a first step was describing the conditions and processes which support this particular collaboration - the I.S. 218 Community School. Since collaboration is an on-going process, the collaboration, as it exists, must be continually scrutinized as it continues to develop. An outcome evaluation will measure to what degree this collaborative entity is successful in its programmatic applications.

Of importance to remember as the project proceeds to the next stages of the evaluation is that service actions need to be tracked with some precision. Some forms of practice are more suitable than others to testing and development through quantitative research. Those amenable to research consist of clearly stated, reproducible procedures that are addressed to targets capable of being measured with a reasonable degree of precision, and that can predict specific effects from the application of particular methods (Fanshel, 1978). It is only with this precise mapping that research can determine which actions or activities affect which outcomes. Such specific relations will be very hard to ascertain in a project of such dynamism and complexity. It would be wise, therefore, to continue including a qualitative evaluation component which is sensitive to the indeterminacy of service approach, the multiplicity of the project goals, the inherent difficulties of observing and measuring human attributes, and is cognizant of the impact of factors beyond the project's scope on project participants.

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APPENDICES

Appendix A ..... Evaluation Overview

Appendix B ..... Evaluation Activities

Appendix C ..... Interview Guide

APPENDIX A

Evaluation Overview

DESCRIPTIVE EVALUATION

Central Question: Are program plans being fully implemented?

October

Approach: Through interviews and written documents record program plans re:
-education
-socialization
-participation
-community outreach
-approach to discipline
-creation of "team"
-health program
-physical environment

Oct.-Dec.

Record how these goals are being implemented - through interviews, written documents and observation

FORMATIVE EVALUATION

Oct.-Jan.

Formally compare goals with implementation results for initial feedback on goal attainment to ascertain gaps, impediments or goal shifts. Provide feedback so that modifications may be made to program if necessary.

SUMMATIVE EVALUATION

June '93

Assesses achievement of ultimate goals at completion of project. This will have several stages: proximate: corresponding to the end of the conventional school year; and longer range until June '96 when the current sixth graders finish their first year of H.S. and current eighth graders graduate from H.S.

APPENDIX B

Evaluation Activities

INTERVIEWS

Rosa Agosto	CAS Director of Community Schools
Anthony Amato	Superintendent of District 6
Lydia Basett	Assistant Principal
Freda Carter	Assistant Principal
Tina Gonzalez	Administrative Assistant for Health Services
Judy Hony	Nurse Practioner, Health Services
Dr. Mark Kavarsky	Principal of I.S. 218
Leonard Latronica	Principal of I.S. 52
C. Warren Moses	The Children's Aid Society, Assoc. Executive Director
Richard Negron	The Children's Aid Society, Site Director I.S.218
Terry Nieves	Guidance Counselor
Dr. Betsy Peiffer	Physician, Health Services
Richard Polanco	Director of Family Center
Fran Sugarman	Community Service Academy

OBSERVATIONS

Terry Nieves, guidance counselor conducting an orientation for parents whose children will be attending high school next year. Classrooms, team meeting, advisory session, school personnel meeting, extended day activities.

APPENDIX C

Interview Guide

Name:_____ **Position:**_____ **Date:**_____

HISTORY

1. Tell me how the program got started.

2. How long ago was that?

3. What were the conditions that existed then which facilitated the development of the project?

4. Were there any situations or conditions that acted as impediments.

5. When did you get involved with the project?

6. Tell me about your background - anything that drew you to this project. (What particular interest or skills or experience do you bring?

PROGRAM STRUCTURE

7. Describe your present involvement.

8. What are the goals of the project?

9. What are your specific goals? and
   What approaches do you use to implement them?

10. What are the challenges to your role?

11. Is there anything about your particular role as _____ which is different from any other role you played in similar positions? If so what?

12. Were there any surprises when you started? Are there any things happening that you did not anticipate or expect?

13. How many staff?
    How many full time/part time staff?
    Enumerate
    How is the staff selected?
    Ethnic composition?

14. Can you describe how you motivate your staff.

15. What are the program activities?
Can you describe a typical day?

16. How many students participate?

17. Are there any discipline problems?
What is your approach to discipline problems?

18. Describe the program with parents?

19. How many participate? How would you characterize them?
(Are they typical of the parents in the school?)

20. What do you do to involve parents in the education of their children?

21. What do they want from their involvement with the program?

COLLABORATION

23. How do you see your role vis a vis the education part of this program?

24. How do you relate to the education staff?
Do you have formal meeting times, informal?
How frequently do you meet?
What issues do you discuss?
Who is usually present at these meetings?
How are goals set?
How are the goals implemented?
How do you see their role?

ROLE OF CULTURE

25. What role does language and "culture" play in the school?
What impact does it have on activities?
How does it affect the atmosphere of the school?
What impact do you think culture has on children's learning? on parent involvement with their children's education? on their participation?
How does the fact that the children come almost exclusively from one cultural background affect what you are doing?

ASSESSMENT

26. What signs (measures, indicators) do you use to assess whether you are achieving your goals?

27. What kinds of information do you now collect? Who collects it? At what points?

28. What would you like most to find out about the children (parents) so that you would know if you are achieving your goals?

29. Are there any particular parents or children I should talk with to learn more about the program?

140th ANNIVERSARY

THE COMMUNITY SCHOOLS
P.S. 5 AND I.S. 218

SPRING 1994 UPDATE

105 EAST 22nd STREET • NEW YORK, NEW YORK 10010 • (212) 477-3800

Spring 1994 Update

EXECUTIVE SUMMARY

- *School enrollment grew to 2,600:* 1,350 at I.S. 218; 1,250 at P.S. 5.

- *Every child had the opportunity to receive basic immunizations and a physical exam.* Combined, our schools' health clinics provided over 4,000 medical and dental appointments; the schools' before- and after-school programs served over 800 youngsters; the Parent Associations' membership grew to 950; and the schools offered over 75 parenting workshops and other programs attended by 1,000 parents.

- *A new Head Start program was launched* with three classes at P.S. 5 for 75 preschool children.

- *Expanded health and counseling programs* were introduced through new collaborations with the Visiting Nurse Association, Columbia Presbyterian Hospital, the 34th Police Precinct and others.

- *Our community schools attracted national recognition:* Executive Director Philip Coltoff participated in a panel on empowerment zones convened by Vice President Albert Gore; a site visit was made by Deputy Education Secretary Madeline Kunin; 500 visitors were hosted at I.S. 218.

- *We have made plans for a Technical Assistance Program,* to disseminate information and provide training and consulting to others.

- *We are completing plans for a 10-year evaluation* of our program, including educational outcomes as well as health and parent involvement outcomes, with assistance from Fordham University.

- *There has not been a single incident of serious violence* at either community school since they opened.

****

The Children's Aid Society

THE COMMUNITY SCHOOLS

SPRING 1994 UPDATE

In the past six months, our community schools gained momentum with increased enrollment, new programs and national recognition. We established new partnerships with neighborhood organizations and social service agencies, witnessed a substantial increase in parent participation in the governance of the schools and in our adult programs and opened a new Head Start Center. National recognition of our program spurred dozens of requests to replicate our model. As a result, we are establishing a technical assistance and information center and are planning a formal 10-year evaluation of our program. Our progress at P.S 5 and I.S. 218 is detailed next.

I. PUBLIC SCHOOL 5

This year, our health clinic at P.S. 5 went into full operation and we expanded the activities available to children and families.

a. Curriculum

To maintain the intimacy of the school for 1,250 students, we divided the school into four academies opening in September: Environmental; Language; Math, Science and Technology; and Literature. Kindergartners through second graders will enter the Environmental and Language Academies focusing on the human and natural environment and language skills in addition to core classes in math and science. Third to fifth graders will attend the Math, Science and Technology and Literature Academies. Extended Day programs in math, reading and science reinforce classroom lessons. We also started a new Head Start program for 75 preschoolers and extend the day for 40 of these children until 6:00 p.m. This now enables us to start with children at age three and teach them through to age 13 since P.S. 5 leads into the junior high school, I.S. 218.

b. Health Services

The health clinic, which opened in September, provided daily medical services to 25 children and dental care to 14. New collaborations strengthened our medical program. In our medical clinic, a partnership with the Visiting Nurse Service of New York provides a full-time pediatric nurse practitioner, registered nurses and community liaisons. Columbia Presbyterian Hospital provides physician back-up and uses our clinic as a teaching facility for pediatric nurses. We receive 500 visits for medical care each month, 20% are medical exams, 60% are health problems and the remaining 20% are vision

and hearing screenings. Health problems we have seen include infectious diseases such as chicken pox, measles, pink eye and colds as well as asthma. One child who had such a severe and almost fatal allergic reaction that he stopped breathing was resuscitated by the nurse before the ambulance arrived.

November to January, the dental clinic served 348 students and provided 103 cleanings, 248 dental sealants, 190 fillings and dental restorations and handled 21 minor emergencies. For more complicated work, children visited our dental clinic on 45th Street.

In September, two social work interns from Hunter College and Columbia University joined the staff of the mental health clinic where they worked with 15 families. The clinic also conducted weekly support groups for parents on issues from family and financial difficulties to the differences between Latin and American culture.

c. Extended Day Program

Over 300 students participated in programs designed to improve academic performance and encourage creativity. To improve students' achievement in test-taking, we offered tutorial programs in math, reading, and science, including a Saturday program in conjunction with the volunteer organization, New York Cares. We also developed several new athletic programs with the 34th Precinct Athletic League, Columbia University's girls' softball league and the Inwood Little League. Few of our students have participated in these kinds of organized sports. We also opened a new library and are in the process of filling the bookshelves.

d. Adult Programs

Opened in September, P.S. 5's Parent Resource Center has assisted hundreds of parents in becoming more effective citizens through education, leadership development, social services and mental health assistance. Over 300 parents participated in our ESL, GED and literacy classes.

We are committed to encouraging parents to be responsible for the school's governance and we provide the training they need to negotiate and advocate for themselves. A striking example of our success occurred when parents organized as volunteer street crossing guards at a dangerous intersection in front of the school and, later, 300 marched to City Hall requesting the building of a pedestrian bridge. As a result, the City built a wonderful temporary bridge in less than six months! We have also begun registration for a Parent Association which now has 500 members.

To respond to the many parents desperately in need of social and mental health services, we expanded our services and developed creative partnerships with other community-based organizations. We developed a network of referral sources including the Northern Manhattan Coalition for

Immigrants' Rights, Mercy College, Alianza Dominicana, Inwood Mental Health Center and Metropolitan Family Services.

II. INTERMEDIATE SCHOOL 218

Our programs at I.S. 218 were marked by expanded enrollment, increased parent involvement and the creation of new programs and partnerships.

a. Curriculum

Enrollment grew from 1,200 to 1,350 students so a new Ethics and Law Academy was created to absorb this increase and to expose our students to the opportunities available in law and government. The children enrolled studied these fields through debates, mock court and special visits from judges and law enforcement officials. We have also added our Family Life/Sex Education Program, a holistic teen pregnancy prevention program that has been very successful in our community centers.

b. Health Services

Since July, the school's dental clinic's daily case load has been over 16 visits and the medical clinic has served an average of 28 children each day. We continued to see medical problems ranging from severe asthma to contagious childhood diseases such as measles and chicken pox.

Sixty families were served in our mental health clinic by the clinic's social workers and five social work graduate students from Hunter and Columbia. Mental health staff worked closely with the rest of our school team to identify children having difficulties or suffering from abuse. In cases of alleged abuse, the counselors are required to notify the child welfare agencies. They provide counseling to the children and families, and, when appropriate, advocate for the families and develop services for them in an effort to keep the families together.

c. Extended Day Program

The Extended Day program at I.S. 218 has three components: the "Zero Period" morning program before the first period of the day, the after-school Extended Day Program and the Teen Program for graduates and children from outside the school.

One hundred students come to school at 7:00 a.m. for "Zero Period" activities from volleyball and basketball to opening the school store and dance. A special morning class is Art Portfolio, in which students applying to art-oriented high schools, such as LaGuardia, receive extra help. Getting students into the school of their choice and one of high quality greatly increases their chances of graduating and leading successful lives.

Our extended day program was attended by 400 children from 3:00 to 7:00 p.m. The program now encompasses 60 courses, including a new karate class, studio arts classes and a Bicycle Recycling Program in which 150 children are restoring discarded bicycles. A new library ensures children have access to a wide range of reading material. In January, we established a Boys and Girls Club at the school for 60 children whose grades and behavior indicated they were at risk of dropping out. Participants learned leadership skills and were required to provide services for the community.

Our Teen Program which met three times a week, offered classes in computers, career preparation and athletics. 150 teenagers attended four personal development weekends at our Wagon Road Camp in Chappaqua, where they participated in workshops on drug abuse, career building, conflict resolution, and family life.

d. Entrepreneurial Program

In addition to daily classes in the Business Studies Academy, the 55 children in the Entrepreneurial Program met three times a week to study business principles and to use the school store, called the SUMA Store, as their learning laboratory. They participated in the daily management, oversight and planning of the store focusing on holiday themes. They also devised a successful marketing strategy of offering discounts and a new lay-away plan which greatly increased sales. Fifteen teens formed a SUMA Cafe Company which opens in the evenings to serve adults attending evening classes. In addition, 25 families participated in our Small Business Development Program.

e. Adult Programs

The Parent Association at I.S. 218 grew to 450 parents. Adult programs served 600 parents in ESL, GED, citizenship classes and night classes in Associate's and Bachelor's degrees programs. We held over 50 parenting workshops attended by an average of 20 parents each. Daily at our Parent Resource Center, we provided referrals and information; assistance with housing, entitlements and immigration; crisis intervention; and advocacy. The school has 52 parents volunteering and has hired ten others.

f. Special Events

Last fall, we created Peace Teams which paired 60 students and 35 police officers for a week of training in conflict resolution and cultural sensitivity. In February, two hundred I.S. 218 graduates were joined by Carol Gresser, President of the Board of Education, for an Alumni Day celebration. On March 5, the school celebrated Dominican Heritage with crafts and food prepared by the students and presentations on Dominican history and culture. Over 1,000 attended the day-long event. Also in March, we hosted a Career Day for students attended by representatives of Channel 47, Children's Aid, the FBI and neighborhood businesses.

III. REPLICATION AND EVALUATION

Our program received recognition on the federal, state and local levels. On November 8, our Executive Director, Philip Coltoff, presented a report on our community schools at a White House educational summit with Vice President, Albert Gore. Later that month, Assistant Education Secretary, Madeline Kunin, and senior staff from the U.S. Department of Education visited I.S. 218. The Vice President has since selected our model as the central educational component for new "Empowerment Zones." On March 7, Governor Cuomo chose I.S. 218 as the site for a meeting with community leaders on crime and violence in the public school system because I.S. 218 or P.S. 5 have not has one instance of violence since they opened. In December, the schools had page-one coverage in *The New York Times*, and in March the collaboration was featured in two workshops at The Conference Board's *Tenth Annual Business/Education Conference*. Most recently, a review of I.S. 218 appeared in the March 23's edition of *Education Week*.

We are encouraged by the interest expressed by hundreds of local organizations and community groups across the country. In fact, the first 7,000 copies of our manual, "Building a Community School," have already been distributed and we have just completed a reprint of 3,500 copies. We are making plans to launch a Technical Assistance and Information Program that will disseminate information about our schools nationally and provide training and consulting services to others interested in replicating our model.

We are also working with researchers from Fordham University to develop a plan for a formal 10-year longitudinal study which will track our Washington Heights youngsters from ages 3 to 13.

IV. CONCLUSION

Our community schools are becoming the centers of community and family life, places where relationships are formed, education is conducted, services are rendered, and business is transacted. Rewarding partnerships with local organizations are allowing the schools to utilize the resources of the community to provide limitless opportunities for the students and their families.

Our schools are showing that we can vastly improve the quality of life for urban children and families. Academic performance, attendance and parental involvement are up while instances of violence and drop-out are down and among the lowest in the city. These results are drawing attention at all levels of the educational reform movement -- government, national educational organizations, community groups and business partners. When our Technical Assistance Program starts in September, we will be in an excellent position to promote replication of our model nation-wide.